



TEST ADMINISTRATION **MANUAL**

MCESA Dance Performance Assessment



MCESA

Maricopa County Education Service Agency

4041 N. Central Avenue, Suite 1200

Phoenix, AZ 85012

Phone: 602.506.3866 • Fax: 602.506.3753

© 2014 by MCESA. Permission to photocopy limited to classroom use only.

Table of Contents

Table of Contents.....	2
Introduction.....	4
• Purpose and Use.....	4
• Assessment Overview.....	5
• Accommodations.....	7
• Validity.....	8
• Reliability.....	8
• References.....	9
Testing Conditions.....	10
• Scoring Rubrics.....	10
Task 1 – Dynamic Alignment.....	11
• Teacher Guidelines.....	11
• Scripted Directions.....	11
• Rubric and Data Capture Sample.....	12
Task 2 – Basic Locomotor Movements.....	14
• Teacher Guidelines.....	14
• Scripted Directions.....	15
• Rubric and Data Capture Samples.....	16
Task 3 – Basic Body Skills.....	18
• Teacher Guidelines.....	18
• Scripted Directions.....	18
• Rubric and Data Capture Sample.....	19
Task 4 – Movement Study.....	21
• Teacher Guidelines.....	21
• Scripted Directions.....	22
• Rubric and Data Capture Sample.....	23
• Data Summary.....	25

Appendix.....	28
• Task 1 Scripted Directions and Rubric.....	29
• Task 1 Data Capture Tool.....	30
• Task 2 Scripted Directions and Rubric.....	31
• Task 2 Data Capture Tool.....	32
• Task 2 Data Composite Summary Sheet – Three Locomotor Movements.....	33
• Task 3 Scripted Directions and Rubric.....	34
• Task 3 Data Capture Tool.....	35
• Task 4 Scripted Directions and Rubric.....	36
• Task 4 Data Capture Tool.....	37
• Composite Data Summary Sheet 1 – Tasks 1 & 2.....	38
• Composite Data Summary Sheet 2 – Tasks 1 & Multiple Task 2.....	39
• Composite Data Summary Sheet 3 – Tasks 1 & 3.....	40
• Composite Data Summary Sheet 4 – Tasks 1, 2, & 3.....	41
• Composite Data Summary Sheet 5 – All Four Tasks.....	42

Introduction

Purpose and Use

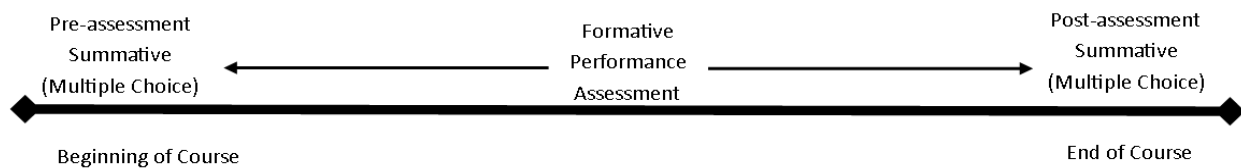
This performance assessment and test administration manual is a comprehensive tool to support formative assessment in dance. It has been created for the purpose of complementing the MCESA Content-Specific Assessment, a pair of multiple-choice pre- and post-assessments that are used to measure student growth, and teacher effectiveness. Both assessments have been created through collaboration between MCESA, WestEd, and teachers from numerous Maricopa County school districts.

The assessment requires students to demonstrate their ability to perform specific dance tasks, as outlined by the Arizona State Standards, and is intended for formative use, which means that it can be used repeatedly at any point within an instructional sequence or course. Formative assessment is often referred to as *assessment FOR learning* in contrast to summative assessment or *assessment OF learning* (Burke, 2010). Specifically, the formative uses of this performance assessment include the following:

- Diagnose students' capabilities on isolated standards
- Provide feedback to students on their skill development
- Demonstrate the progress of student learning, also called an interim or benchmark assessment
- Measure student growth on specific skills
- Identify individuals or groups of students who need differentiated instruction
- Provide evidence of the teacher's use of data to inform instruction as measured by most teacher observation instruments
- Support the teacher with data driven instruction or real-time assessment
- Serve as a common assessment among professional learning community team members or for district-wide data collection

Image 1 demonstrates one way this assessment can be combined with a summative assessment to create a balanced assessment plan for a course. Additionally, the rubrics found in this assessment can be applied to custom teacher-written tasks for a further, more specific formative assessment.

Image 1: Assessment Plan



Assessment Overview

The performance assessment in this test administration manual is comprised of four different tasks that measure multiple Arizona State Standards. It is designed to be used flexibly and embedded with natural and authentic classroom activities. All tasks are customizable and can be used repeatedly with different activities throughout the course. Each task in this test administration manual is designed to be given in one class period. However, many class sizes and period lengths may prohibit completing a task in one session. Therefore, follow the recommended guidelines to assess all students on at least the same subcomponents of a task in one session. All tasks can be done sequentially for a comprehensive assessment, or the tasks can be done individually over the course of several weeks or months. Each task has its own set of guidelines, scripted directions, data capture tools, and a scoring rubric. These tools are described in the tasks and are also available in the Appendix.

Because the Arizona State Standards for dance encompass many sub-skills, each task describes components, or parts of the standard, to assess. Table 1 shows the performance objectives from the Arizona State Standards that will be assessed.

Table 1: Performance Objectives for Dance Performance Assessment

Task	Performance Objective	Components to Assess
Task 1 Dynamic Alignment	S1-C1-103 – Identify and demonstrate the elements of dynamic alignment through basic movement patterns.	Student can demonstrate: <ul style="list-style-type: none"> • A demi plié in first position with a neutral pelvis • A demi plié in first position with a controlled core • A demi plié in first position with knees over toes • A demi plié in first position with proper arm placement
Task 2 Basic Locomotor Movements	S1-C2-102 – Identify and perform basic locomotor movements (e.g., walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).	Student can demonstrate: <ul style="list-style-type: none"> • Proper articulation of the feet when leaving the floor and landing • Extended/pointed feet while in the air • Proper body alignment • Oppositional arms • Proper leg position
Task 3 Basic Body Skills	S1-C1-105 – Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance and agility.	Student can demonstrate: <ul style="list-style-type: none"> • Balance • Strength • Flexibility • Agility
Task 4 Movement Study	S1-C2-101 – Identify and perform basic axial/non-locomotor movements (e.g., bending, twisting, reaching, turning). S1-C2-102 – Identify and perform basic locomotor movements (e.g., walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll). S1-C3-104 – Identify and demonstrate movements in different directions (forward, back, side). S1-C3-105 – Identify and demonstrate shapes at low, middle, and high levels.	Student can demonstrate: <ul style="list-style-type: none"> • Axial/non-locomotor movements • Locomotor movements • Use of direction (use of at least three directions) • Use of level (move through all three levels)

The performance objectives shown in the chart were selected very intentionally. A team of teachers first examined all of the performance objectives that were suited to evaluation through student demonstration of a skill, as opposed to measuring knowledge with a multiple-choice test. They then selected a subset that matched these criteria.

- Could the skill be observed in the course of authentic classroom activities?
- Could the skill be observed and measured quickly and conveniently?
- Could the skill be measured with a rubric?
- Could individual student growth over time be demonstrated if assessed at the beginning and end of the course?
- Do the skills represent some of the most salient content of the course?

Through the development and review process of the entire assessment, some of the initially selected objectives were removed and others were added. Even though this test administration manual contains a small selection of performance objectives and tasks, the rubrics contained in this assessment may be applicable to other tasks created by teachers or districts that cover different performance objectives.

Accommodations

The following excerpt from *AIMS Testing Accommodations: Guidelines for 2013-2014* (Arizona Department of Education, 2013) describes the universal testing conditions that should enable all students to have an appropriate testing setting to support their success on the assessment. Even though these universal conditions seem oriented to traditional paper-pencil or computer-based assessments, they still represent a fair opportunity to demonstrate success that should be extended to all students.

UNIVERSAL TEST ADMINISTRATION CONDITIONS

Universal Test Administration Conditions are specific testing situations and conditions that may be offered to **any** student in order to provide them with a comfortable and distraction free testing environment.

Universal Test Administration Conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location, or in a study carrel
- Being seated in a specific location within the testing room or being seated at special furniture
- Having the test administered by a familiar test administrator
- Using a special pencil or pencil grip
- Using devices that allow the student to see the test: glasses, contacts, magnification, special lighting, and color overlays
- Using devices that allow the student to hear the test directions: hearing aids and amplification
- Reading the test quietly to himself/herself as long as other students are not disrupted
- Wearing noise buffers after the scripted directions have been read
- Having the scripted directions included in the *Test Administration Directions* repeated (at student request) and having questions about the scripted directions or the directions that students read on their own answered

Students with IEP's, 504 plans, or English Language Learners may also need specific accommodations beyond the universal testing conditions. Refer to *AIMS Testing Accommodations: Guidelines for 2013-2014* for specific lists of standard accommodations for these groups. It is important to note that any accommodations used in a testing setting must align to accommodations that have been used consistently in regular instruction. Additionally, any specific assessment accommodations noted in IEP's or 504 plans should be implemented for this assessment.

Validity

When using any assessment, it is important to know if the tool is valid, meaning it measures what it is designed to measure. A formal definition of validity is “...the degree to which accumulated evidence and theory support specific interpretations of test scores entailed by proposed uses” (American Educational Research Association et al., 1999, p 9). This means that a collection of evidence is necessary to discuss whether a test is valid or not. Evidence can take many forms, such as statistical values or narrative descriptions. In the case of this performance assessment, the collection of evidence includes the design decisions and the development process. This assessment has strong validity for these reasons.

- The construct being measured aligns to the item type (Haladyna, 1997). Because the performance objectives selected to be measured for this assessment are all performance-based in nature, the assessment includes tasks that require students to demonstrate their skill.
- The construct being measured and range of performance is clearly defined (Stiggins, 1987). This assessment uses state standards, detailed rubrics, and descriptions of the testing conditions to define the construct.
- Using a rubric with fewer levels is recommended over rubrics with more levels (Reeves, 2004). This assessment uses 4-point rubrics.
- Subject matter experts were used throughout the development process (AERA, et al 1999). Classroom teachers helped to select objectives, draft the tasks and rubrics, try the tasks in the classroom, and review the total assessment.
- A rigorous review process was employed (AERA, et al 1999). The assessment and all its content have been reviewed eight different times from inception to delivery by subject matter experts and assessment development experts from both MCESA and WestEd.

Reliability

One of the possible uses of this assessment is for analysis of data by a team of teachers or a whole district. For that reason, it is important to know if the assessment is reliable, meaning it will yield consistent results each time it is used. A critical way to achieve reliability is to standardize the testing conditions, administration, and scoring as much as possible. Therefore, this assessment contains statements of the testing conditions and scripted teacher directions. Adhering to these directions every time the test is used will support the reliability. Even if the test is only being used with one class, it is important to uphold standardization as much as possible for the benefit of all students and their opportunity to demonstrate success equally.

If data will be collected by several teachers using this assessment and compared, then it is recommended that attention be given to inter-rater reliability. Before the assessment, the scorers should collaboratively review the entire test administration manual and discuss the scoring samples provided. Other techniques to support inter-rater reliability include using two scorers, trading classes to assess, or appointing an outside scorer to “spot-check” both the assessment administration process and the collected scores.

References

- Arizona Department of Education. (2013). *AIMS testing accommodations: Guidelines for 2013-2014*. Phoenix, AZ: Author.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1985). *Standards for educational and psychological testing*. Washington, DC: Authors.
- Burke, K. (2010). *Balanced assessment: From formative to summative*. Bloomington, IN: Solution Tree Press.
- Haladyna, T.M. (1997). *Writing test items to evaluate higher order thinking*. Boston, MA: Allyn and Bacon.
- Reeves, D. B. (2004). *101 questions and answers about standards, assessments and accountability*. Englewood, CO: Advanced Learning Press.
- Stiggins, R.J. (1987). *Design and development of performance assessments*. Accessed at <http://ncme.org/publications/items/> on November 12, 2012.

Testing Conditions

In this assessment, a variety of performance objectives will be assessed via four different scored tasks. Students will be asked to demonstrate dynamic alignment, basic locomotor movements, basic body skills, and a movement study. Testing environments may include, but are not limited to, structured stations, whole class activities, or group demonstrations. The four tasks can be done as one comprehensive assessment, or they can be done individually at any time of the year.

Each task is subject to the following conditions.

- Each task should be administered during a single activity session.
- Every attempt should be made to test every student. Do not spend too much time observing any one student.
- Students should receive instruction on the skills to be assessed prior to the assessment.
- Students should not receive instruction, coaching, or corrective feedback during the assessment.
- Rubrics may be displayed in the classroom for student reference.
- Students may leave the testing setting to use the restroom, but only one student may leave at a time.
- Students with IEP's or 504 plans should be allowed the accommodations from their plans if applicable.
- Teachers may videotape the activities and score the students at a later time for convenience and accuracy of scoring.

Scoring Rubrics

After notating the students' performances during each task, the following scoring rubrics will be used to calculate each student's level of mastery.

Task 2 Rubric:

Score	Label	Definition
4	Exemplary	Student <u>consistently</u> demonstrates the component.
3	Accomplished	Student <u>mostly</u> demonstrates the component.
2	Developing	Student <u>sometimes</u> demonstrates the component.
1	Beginning	Student <u>rarely</u> demonstrates the component.
0	Not Observed	Student <u>does not</u> demonstrate the component.

Tasks 1, 3, and 4 Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Task 1 – Dynamic Alignment

Teacher Guidelines

In this task, students will participate in a classroom drill activity, performing two demi pliés. Students will be assessed on the four components of alignment listed below. Students should receive instruction regarding dynamic alignment and first position demi pliés prior to the date of the assessment.

Performance Objective: S1-C1-103 – Identify and demonstrate the elements of dynamic alignment through basic movement patterns.

Components to Assess:

Student can demonstrate:

- A demi plié in first position with a **neutral pelvis**
- A demi plié in first position with a **controlled core**
- A demi plié in first position with **knees over toes**
- A demi plié in first position with **proper arm placement**

Before Testing:

- ☐ Read through all of the test directions.
- ☐ Prepare a copy of the Task 1 Data Capture Tool, found in the Appendix.
- ☐ Set up stations or activity space to provide enough distance to allow students to showcase dynamic alignment.

During Testing:

- ☐ Read the Task 1 Scripted Directions, as shown in bold below.

Today, you will participate in the Dance Performance Assessment. This test will measure your mastery of dynamic alignment. You will be performing two demi pliés in first position. You will be evaluated on the following four components:

- **Neutral pelvis**
- **Controlled core**
- **Knees over toes**
- **Proper arm placement**

You will be evaluated individually as you perform your pliés. You must remain quiet throughout the entire assessment.

- ☐ Have students line up in the order of your choice, such as alphabetical order, roll call lines, etc. It is recommended that each student perform the demi pliés one at a time to complete the assessment scoring.
- ☐ Observe students performing their two pliés.
- ☐ If students perform the components correctly in one demi plié and incorrectly in the other demi plié, have students perform a **third** demi plié. If they can perform the component correctly in two demonstrations, they get credit for performing the component.
- ☐ Use the Task 1 Data Capture Tool in the Appendix or the accompanying Excel file to notate each individual student's performance.

After Testing:

- ☐ Use the Task 1 Rubric to calculate each individual student's rubric score for each component of the task. Each student earns one point for each of the four components assessed.
- ☐ Transfer the rubric score data to the Composite Data Summary Sheet (see Appendix) or to an electronic data system for analysis.

Task 1 Rubric and Data Capture Sample

Directions: While observing the student's performance, use the rubric to score each component of the task. The Task 1 Data Capture Tool shows the four components that will be assessed across the top of the chart. Make a checkmark or other notation of each component observed on the Task 1 Data Capture Tool. It is acceptable practice to mark notes or comments in the tool if a student does not demonstrate the skill. After the performance, sum the points earned for a total score for the task. There are four points possible for Task 1. See Image 2 as a scoring example.

Task 1 Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Performance Objective: S1-C1-103 – Identify and demonstrate the elements of dynamic alignment through basic movement patterns.

Components to Assess:

Student can demonstrate:

- A demi plié in first position with a **neutral pelvis**
- A demi plié in first position with a **controlled core**
- A demi plié in first position with **knees over toes**
- A demi plié in first position with **proper arm placement**

Scoring Example:

Image 2 shows an example of scoring two students' performances of dynamic alignment by demonstrating mastery of three components.

Image 2: Sample of Task 1 Data Capture Tool – Dynamic Alignment

Task 1 – Dynamic Alignment	S1-C1-103 – Identify and demonstrate the elements of dynamic alignment through basic movement patterns.				Rubric Score
	Student can demonstrate a demi pli� in first position with:				
Student Name	Neutral pelvis	Controlled core	Knees over toes	Proper arm placement	
Jane Doe	✓	✓		✓	3
John Doe	protrudes left	✓	✓	✓	3

See the Appendix for a full class version of the spreadsheet. Additional data collection and analysis tools are the Composite Data Summary Sheets in the Appendix and the accompanying Excel version of all tools.

Task 2 – Basic Locomotor Movements

Teacher Guidelines

In this task, students will participate in classroom drill activities, performing a variety of basic locomotor movements repeatedly across the dance space. Students will be scored on how consistently they demonstrate each of the five components listed below for each movement performed. The teacher may choose to assess only one locomotor movement or several. The following conditions also apply.

- Students should be asked to perform each locomotor movement repeatedly across the dance space of approximately 20-30 feet.
- All students should be assessed during the same activity session. Each movement (e.g. skip, gallop, and leap) should be assessed separately. For example, all students should be evaluated on the skip before moving on to the gallop.
- Each movement will be performed across the floor in an alternating pattern. For example, the gallop will be performed with the right leg leading (step, together, step), then left leg leading (step, together, step).

Performance Objective: S1-C2-102 – Identify and perform basic locomotor movements (e.g., walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).

Components to Assess:

Students can demonstrate:

- **Proper articulation of the feet** when leaving the floor and landing
- **Extended/pointed** feet while in the air
- **Proper body alignment**
- **Oppositional arms**
- **Proper leg position**
 - Skip – parallel passé
 - Gallop – Sous sus position in the air
 - Leap – both legs fully extended in the air

Before Testing:

- ☐ Read through all of the test directions.
- ☐ Select and insert the locomotor movements into the scripted directions and the Task 2 Data Capture Tool found in the Appendix. If you are assessing more than one locomotor movement, prepare a separate data capture tool for each locomotor movement that will be assessed.
- ☐ Set up the activity space to provide enough distance to allow students to showcase proficiency in the locomotor movement.

During Testing:

- ☐ Read the Task 2 Scripted Directions, as shown in bold below.

Today, you will participate in a Dance Performance Assessment. This test will measure your mastery of the basic locomotor movements_____insert the movement(s) to be assessed_____. You will be performing each movement across the floor. Each step will be evaluated separately. You will be evaluated on the following five components:

- **Proper articulation of the feet when leaving the floor and landing**
- **Extended/pointed feet while in the air**
- **Proper body alignment**
- **Oppositional arms**
- **Proper leg position**

You will be evaluated individually as you perform each locomotor movement. You must remain quiet during the entire assessment.

- ☐ Have students line up in the order of your choice, such as alphabetical order, roll call lines, etc. It is recommended that each student perform one at a time.
- ☐ Teacher may demonstrate all exercises before beginning the assessment or demonstrate each individual exercise prior to that particular component. Read the directions below when demonstrating prior to having students begin their performance of each movement.

To demonstrate a skip, the pattern will be step hop, alternating right-left, with oppositional arms. You will repeat this pattern across the entire length of the room.

To demonstrate a gallop, the pattern will be step, together, step, alternating right-left with oppositional arms. You will repeat this pattern across the entire length of the room.

To demonstrate a leap, the pattern will be run, run leap, alternating right-left with oppositional arms. You will repeat this pattern across the entire length of the room.

- ☐ Teachers may adapt this script for additional movement forms other than skip, gallop, and leap.
- ☐ Use the Task 2 Data Capture Tool in the Appendix or the accompanying Excel file to notate each individual student's performance. Repeat for each locomotor movement that is being assessed.

After Testing:

- ☐ Use the Task 2 Rubric to calculate each individual student's rubric score for each locomotor movement component of the task. Each component of the movement is scored individually and then averaged for one score per movement.
- ☐ If assessing several movements, it is optional to average three movements into one score on the Task 2 Composite Data Summary Sheet.
- ☐ Transfer the rubric score data to one of the additional Composite Data Summary Sheets in the Appendix or to an electronic data system for analysis.

Task 2 Rubric and Data Capture Samples

Directions: Task 2 can be observed for just one locomotor movement, for three different locomotor movements, or for the same locomotor movement three times. While observing the student's performance, use the rubric to score each component of the task. Each component of the movement is scored individually and then averaged for one score per movement. Then, it is optional to average all three movements into one score for the task. See Image 3 for an example of scoring just one movement using the Task 2 Data Capture Tool. See Image 4 for an example of scoring three movements and averaging their scores using the Task 2 Composite Data Summary Sheet.

Task 2 Rubric:

Score	Label	Definition
4	Exemplary	Student <u>consistently</u> demonstrates the component.
3	Accomplished	Student <u>mostly</u> demonstrates the component.
2	Developing	Student <u>sometimes</u> demonstrates the component.
1	Beginning	Student <u>rarely</u> demonstrates the component.
0	Not Observed	Student <u>does not</u> demonstrate the component.

Performance Objective: S1-C2-102 – Identify and perform basic locomotor movements (e.g., walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).

Components to Assess:

Students can demonstrate:

- **Proper articulation of the feet** when leaving the floor and landing
- **Extended/pointed** feet while in the air
- **Proper body alignment**
- **Oppositional arms**
- **Proper leg position**
 - Skip – parallel passé
 - Gallop – Sous sus position in the air
 - Leap – both legs fully extended in the air

Scoring Examples:

Image 3 shows an example of scoring a student's performance on one basic locomotor movement.

Image 3: Sample of Task 2 Data Capture Tool – Basic Locomotor Movement

Task 2 – Basic Locomotor Movements	S1-C2-102 – Identify and perform basic locomotor movements (e.g., walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).					
	Movement: skip					Total Average Rubric Score
Student Name	Proper articulation of the feet when leaving the floor and landing	Extended/pointed feet while in the air	Proper body alignment	Oppositional arms	Proper leg position	
Jane Doe	3	3	3	2	4	3
John Doe	2	2	3	4	3	2.8

Because Task 2 can be observed for three different locomotor movements, Image 4 shows the Task 2 Data Composite Summary Sheet where the scores from three different locomotor movements have been combined into one score.

Image 4: Sample of Task 2 Composite Data Summary Sheet – Combining Three Locomotor Movements

Task 2 Composite Data Summary – Three Movements	S1-C2-102 – Identify and perform basic locomotor movements (e.g., walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll)																	Total Average Score	
	Components to Assess: • (C1) Proper articulation of the feet when leaving the floor and landing • (C2) Extended/pointed feet while in the air • (C3) Proper body alignment • (C4) Oppositional arms • (C5) Proper leg position																		
Student Name	Movement 1: <i>skip</i>					Average	Movement 2: <i>gallop</i>					Average	Movement 3: <i>leap</i>					Average	
	C1	C2	C3	C4	C5		C1	C2	C3	C4	C5		C1	C2	C3	C4	C5		
Jane Doe	3	3	3	2	4	3	3	3	3	4	3	3.4	4	4	4	3	4	3.8	3.4
John Doe	2	2	3	4	3	2.8	2	3	4	3	4	3.2	4	4	3	4	3	3.6	3.2

See the Appendix for a full class versions of the Task 2 Data Capture Tool and Task 2 Composite Data Summary Sheets.

Task 3 – Basic Body Skills

Teacher Guidelines

In this task, students will participate in a series of classroom activities demonstrating four basic body skills. Students will be assessed on the four components of balance, strength, flexibility, and agility collectively earning one score for the whole task. The following testing conditions apply.

- All students should be assessed during the same activity session. Each exercise should be assessed separately. For example, all students should be evaluated on the balance exercise before moving on to the strength exercise.
- The amount of time given to students must be standardized for all students.
- Students may have a one-minute practice session prior to the agility assessment.

Performance Objective: S1-C1-105 – Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance, and agility.

Components to Assess:

Student can demonstrate:

- **Balance:** Maintain balance in a first position elev   for 10 seconds with proper alignment.
- **Strength:** Sustain a plank on forearms for 30 seconds with proper alignment.
- **Flexibility:** Perform a standing forward fold with straight legs and fingertips touching the floor.
- **Agility:** Complete a running pattern with facing changes (4 runs forward, 4 runs sideways, 4 runs backward and 4 runs forward). The floor pattern will be a straight line across the floor.

Before Testing:

- ☐ Read through all of the test directions.
- ☐ Set up activity space to provide enough distance to allow students to showcase the basic body skills.
- ☐ Prepare a copy of the Task 3 Data Capture Tool, found in the Appendix.

During Testing:

- ☐ Read the Task 3 Scripted Directions, as shown in bold below

Today, you will participate in a Dance Performance Assessment. This test will measure your performance of the basic body skills of balance, strength, flexibility, and agility. You will perform an exercise to demonstrate each of these skills. Each skill will be evaluated separately. You must remain quiet during the entire assessment.

- ☐ Arrange students in the order of your choice, such as alphabetical order, roll call lines, small groups, etc. It is recommended that students perform one at a time.
- ☐ Use the following scripted directions to explain and demonstrate each skill at the appropriate time. Teachers may explain and demonstrate all four exercises before beginning the entire assessment or demonstrate each individual exercise prior to that particular component.

I will now explain and demonstrate the exercise(s).

You will be assessed on your balance. You will stand in first position and perform an elev  . You will be assessed on your ability to maintain this position with proper dynamic alignment for 10 seconds.

You will be assessed on your strength. You will perform a plank on your forearms. You will be assessed on your ability to maintain this position with proper dynamic alignment for 30 seconds.

You will be assessed on your flexibility. You will perform a standing forward fold. You will be assessed on your ability to touch the floor with your fingertips while keeping your legs straight.

You will be assessed on your agility. You will perform a running pattern with facing changes. The pattern is four runs forward, four runs sideways, four runs backward, and four runs forward. The floor pattern will be a straight line across the floor.

Are there any questions? Let's begin.

- ☐ Teacher may allow students one minute to practice the agility pattern before assessing.
- ☐ Use the Task 3 Data Capture Tool in the Appendix or the accompanying Excel file to notate each individual student's performance.

After Testing:

- ☐ Use the Task 3 Rubric to calculate each individual student's rubric score for each basic body skill component of the task. Each student earns one point for each of the four components assessed.
- ☐ Transfer the rubric score data to a Composite Data Summary Sheet (see Appendix) or to an electronic data system for analysis.

Task 3 Rubric and Data Capture Sample

Directions: While observing the student's performance, use the Task 3 Rubric to score each component of the task. The Task 3 Data Capture Tool shows the four components that will be assessed across the top of the chart. Make a checkmark or other notation of each component observed on the Task 3 Data Capture Tool. Use the scoring rubric to determine the numerical score. It is acceptable practice to mark notes or comments in the tool if a student does not demonstrate the skill. After the performance, sum the points earned for a total score for the task. There are four points possible for Task 3. See Image 5 as an example.

Task 3 Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Performance Objective: S1-C1-105 – Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance and agility.

Components to Assess:

Student can demonstrate:

- **Balance:** Maintain balance in a first position elev   for 10 seconds with proper alignment
- **Strength:** Sustain a plank on forearms for 30 seconds with proper alignment
- **Flexibility:** Perform a standing forward fold with straight legs and fingertips touching the floor
- **Agility:** Complete a running pattern with facing changes (4 runs forward, 4 runs sideways, 4 runs backward and 4 runs forward). Floor pattern will be a straight line across the floor.

Scoring Example:

Image 5 shows an example of scoring two students' performances of basic body skills.

Image 5: Sample of Task 3 Data Capture Tool – Proficiency in Basic Body Skills

Task 3 – Basic Body Skills	S1-C1-105 – Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance and agility.				Total Rubric Score
Student Name	Balance - first position elev�� for 10 seconds with proper alignment	Strength - plank on forearms for 30 seconds with proper alignment	Flexibility - standing forward fold with straight legs/ fingertips touching floor	Agility - complete running pattern with facing changes	
Jane Doe	✓	15 seconds	✓	✓	3
John Doe	✓	✓	✓	only 2 changes	3

See the Appendix for a full class version of the spreadsheet. Additional data collection and analysis tools are the Composite Data Summary Sheets in the Appendix and the accompanying Excel version of all tools.

Task 4 – Movement Study

Teacher Guidelines

In this task, students will work individually to create a movement study that includes axial/non-locomotor movement, locomotor movement, use of direction, and use of level. Students will be assessed on these four components of a movement study as described below. The following testing conditions also apply.

- Students should be given approximately 30 minutes to create their movement study.
- All students should be assessed during the same activity session. The creation and assessment portions of this task may be completed during the same class period or on separate consecutive days, depending on the length of the class period.
- The assignment details may be displayed in the classroom during the creative process of this task.

Performance Objectives:

S1-C2-101 – Identify and perform basic axial/non-locomotor movements (e.g. bending, twisting, reaching, and turning).

S1-C2-102 – Identify and perform basic locomotor movements (e.g. walk, run, hop, skip, jump, slide, gallop, leap, crawl, and roll).

S1-C3-104 – Identify and demonstrate movements in different directions (forward, back, side).

S1-C3-105 – Identify and demonstrate shapes at low, middle and high levels.

Components to Assess:

Student can demonstrate:

- **Axial/non-locomotor movements** within a movement study
- **Locomotor movements** within a movement study
- **Use of direction** within a movement study (use of at least three directions, the direction in which the dancer is traveling)
- **Use of level** within a movement study (move through all three levels)

Before Testing:

- ☐ Read through all of the test directions.
- ☐ Prepare the Task 4 Data Capture Tool, found in the Appendix.
- ☐ Teachers may post the four bulleted required elements of this task, as listed in the scripted directions below, in the classroom.

During Testing:

- ☐ Read the Task 4 Scripted Directions, as shown in bold below.

Today, you will participate in a Dance Performance Assessment. This test will measure your ability to demonstrate some of the elements of composition. You will create and perform a short movement study that incorporates axial/non-locomotor movement, locomotor movement, use of direction, and use of level.

You will be working individually to create your movement study. You will have 30 minutes to complete this task. I will provide you with detailed directions for this task, but you may not ask additional questions once the creative process begins.

These are the four required elements of your movement study.

- **Axial/non-locomotor movements, which are movements that move around a center point or that do not travel.**
- **Locomotor movements, which are movements that travel through space.**
- **Use of direction, which means the direction of the movement or the direction in which you are traveling. You must use at least three directions in your movement study.**
- **Use of level, which means high, middle and low movement. You must move through all three levels in your movement study.**

Are there any questions before we begin?

- ☐ Answer any student questions.

You may not work with other students as you create your movement study. After the 30 minute creative processes, you will perform your movement study.

You may begin working now.

- ☐ When students have finished creating their movement studies, have each student perform the movement study.
- ☐ As students are performing, use the Task 4 Data Capture Tool to notate each individual student's performance.

After Testing:

- ☐ Use the Task 4 Rubric to calculate each individual student's rubric score for the task. Each student earns one point for each of the four components assessed.
- ☐ Transfer the rubric score data to the Composite Data Summary Sheet (see Appendix) or to an electronic data system for analysis.

Task 4 Rubric and Data Capture Sample

Directions: The Task 4 Data Capture Tool shows the four components that will be assessed across the top of the chart. Make a checkmark or other notation of each component observed on the Task 4 Data Capture Tool. Use the scoring rubric to determine the numerical score. It is acceptable practice to mark notes or comments in the tool if a student does not demonstrate the skill. After the performance, sum the points earned for a total score for the task. There are four points possible for Task 4. See Image 6 as an example.

Task 4 Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrate <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Performance Objectives:

S1-C2-101 – Identify and perform basic axial/non-locomotor movements (e.g. bending, twisting, reaching, and turning).

S1-C2-102 – Identify and perform basic locomotor movements (e.g. walk, run, hop, skip, jump, slide, gallop, leap, crawl, and roll).

S1-C3-104 – Identify and demonstrate movements in different directions (forward, back, side).

S1-C3-105 – Identify and demonstrate shapes at low, middle and high levels.

Components to Assess:

Student can demonstrate:

- **Axial/non-locomotor movements** within a movement study
- **Locomotor movements** within a movement study
- **Use of direction** within a movement study (use of at least three directions, the direction in which the dancer is traveling)
- **Use of level** within a movement study (move through all three levels)

Scoring Example:

Image 6 shows an example of scoring two students' movement study performances.

Image 6: Sample of Task 4 Data Capture Tool – Movement Study

Task 4 – Movement Study	S1-C2-101 – Identify and perform basic axial/non-locomotor movements.	S1-C2-102 – Identify and perform basic locomotor movements.	S1-C3-104 – Identify and demonstrate movements in different directions.	S1-C3-105 – Identify and demonstrate shapes at low, middle and high levels.	Total Rubric Score
Student Name	Axial/non-locomotor movements within a movement study.	Locomotor movements within a movement study.	Use of direction within a movement study (at least 3 directions).	Use of level within a movement study (movement through all 3 levels).	
<i>Jane Doe</i>	✓	✓	<i>only 2 directions</i>	✓	3
<i>John Doe</i>	✓	✓	✓	<i>only 1 level</i>	3

See the Appendix for a full class version of the spreadsheet. Additional data collection and analysis tools are the Composite Data Summary Sheets in the Appendix and the accompanying Excel version of all tools.

Data Summary

This performance assessment has four different tasks. However, it is not necessary to collect and analyze the data for all four tasks at one time. The data from the different tasks can be flexibly combined. Therefore, a variety of data capture tools are provided to suit different ways of collecting the data. See the Appendix for a full class version of each composite data summary sheet shown here.

Image 7 shows an example of scoring two students' performances in Task 1 Dynamic Alignment with one Basic Locomotor Movement from Task 2.

Image 7: Sample of Composite Data Summary Sheet 1 – Tasks 1 & 2

Composite Data Summary – Tasks 1 & 2	Task 1 – S1-C1-103 – Dynamic Alignment					Task 2 – S1-C2-102 – Basic Locomotor Movements					Task 2 Movement Average	Total Assessed Score out of 8 Possible Points
	Students are to perform a demi pli� in first position with:				Task 1 Rubric Score	Components to Assess: • (C1) Proper articulation of the feet when leaving the floor and landing • (C2) Extended/pointed feet while in the air • (C3) Proper body alignment • (C4) Oppositional arms • (C5) Proper leg position						
						Task 2 Movement: <i>skip</i>						
	Student Name	Neutral pelvis	Controlled spine	Knees over toes		Proper arm placement	C1	C2	C3	C4		
Jane Doe	✓	✓		✓	3	3	3	3	2	4	3	6
John Doe	<i>protrudes left</i>	✓	✓	✓	3	2	2	3	4	3	2.8	5.8

Image 8 shows an example of scoring two students' performances in a Task 1 Dynamic Alignment and multiple Basic Locomotor Movements of Task 2.

Image 8: Sample of Composite Data Summary Sheet 2 – Tasks 1 & Multiple Task 2

Composite Data Summary – Tasks 1 & Multiple Task 2	Task 1 – S1-C1-103 – Dynamic Alignment					Task 2 – S1-C2-102 – Basic Locomotor Movements				Total Assessment Score out of 8 Possible Points	
	Students are to perform a demi pli� in first position with:					Task 1 Rubric Score	Components to Assess: •(C1)Proper articulation of the feet when leaving the floor and landing •(C2)Extended/pointed feet while in the air •(C3)Proper body alignment •(C4)Oppositional arms •(C5)Proper leg position				Task 2 Average Score
	Student Name	A neutral pelvis	An engaged core and spine	Knees over toes	Proper arm placement		Movement 1: <i>skip</i>	Movement 2: <i>gallop</i>	Movement 3: <i>leap</i>		
Jane Doe	✓	✓		✓	3	3	3,4	3,8	3,4	6,4	
John Doe	<i>protrudes left</i>	✓	✓	✓	3	2,8	3,2	3,6	3,2	6,2	

Image 9 shows an example of two students' performances in Task 1 Dynamic Alignment and Task 3 Basic Body Skills combined into one score.

Image 9: Sample of Composite Data Summary Sheet 3 – Tasks 1 & 3

Composite Data Summary – Task 1 and Task 3		Task 1 – S1-C1-103 – Identify and demonstrate the elements of dynamic alignment through basic movement patterns.				Task 1 Rubric Score	Task 3 – S1-C1-105 – Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance, and agility.				Task 3 Rubric Score	Total Assessment Score out of 8 Possible Points
Student Name	Students assessed with performing a demi plie in first position with:				Balance - first position elev�� for 10 seconds with proper alignment		Strength - plank on forearms for 30 seconds with proper alignment	Flexibility - standing forward fold with straight legs and fingertips touching the floor	Agility - complete a running pattern with facing changes			
	Neutral pelvis	Controlled spine	Knees over toes	Proper arm placement								
Jane Doe	��	��		��	3	��	15 seconds	��	��	3	6	
John Doe	protrudes left	��	��	��	3	��	��	��	only 2 changes	3	6	

Image 10 shows an example of two students' performances in Task 1 Dynamic Alignment, Task 2 Basic Locomotor Movements, and Task 3 Basic Body Skills combined into one score.

Image 10: Sample of Composite Data Summary Sheet 4 – Tasks 1, 2 & 3

Composite Data Summary – Tasks 1, 2, & 3		Task 1 – S1-C1-103 – Identify and demonstrate the elements of dynamic alignment through basic movement patterns.	Task 2 – S1-C2-102 – Identify and perform basic locomotor movements.	Task 3 – S1-C1-105 – Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance and agility.	Total Assessment Score out of 12 Possible Points
Student Name			Task 2 Movement: <i>leap</i>		
	Task 1 Rubric Score	Task 2 Average Rubric Score	Task 3 Rubric Score		
Jane Doe	3	3.8	3	9.8	
John Doe	3	3.6	3	9.6	

Image 11 shows an example the scores from all four tasks can be combined into one total assessment score.

Image 11: Sample of Composite Data Summary Sheet 5 – All Four Tasks

Composite Data Summary – All Four Tasks	Task 1 – S1-C1-103 – Identify and demonstrate the elements of dynamic alignment through basic movement patterns.	Task 2 – S1-C2-102 – Identify and perform basic locomotor movements.	Task 3 – S1-C1-105 – Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance and agility.	Task 4 – S1-C2-101; S1-C2-102; S1-C3-104; S1-C3-105 – Movement Study in axial/non-locomotor movements, basic locomotor movements, movements in different directions, and shapes at low, middle, and high levels.	Total Assessment Score out of 16 Possible Points
Student Name		Task 2 Movement(s): <i>skip, gallop, leap</i>			
	Task 1 Rubric Score	Task 2 Average Rubric Score	Task 3 Rubric Score	Task 4 Rubric Score	
<i>Jane Doe</i>	3	3.4	3	3	12.4
<i>John Doe</i>	3	3.2	3	3	12.2

To help bring meaning to the combined scores, refer to this conversion chart that applies the labels from the scoring rubric to the combined totals.

	16 points possible	12 points possible	8 points possible	4 points possible	Percent Range	Label
Points Earned	15-16	11-12	8	4	90-100%	Exemplary
	12-14	9-10	6-7	3	75-89%	Accomplished
	8-11	6-8	4-5	2	50-74%	Developing
	4-7	3-5	2-3	1	25-49%	Beginning
	0-3	0-2	0-1	0	0-25%	Not Observed

Appendix

<i>Task 1 Scripted Directions and Rubric</i>	29
<i>Task 1 Data Capture Tool</i>	30
<i>Task 2 Scripted Directions and Rubric</i>	31
<i>Task 2 Data Capture Tool</i>	32
<i>Task 2 Composite Data Summary – Three Locomotor Movements</i>	33
<i>Task 3 Scripted Directions and Rubric</i>	34
<i>Task 3 Data Capture Tool</i>	35
<i>Task 4 Scripted Directions and Rubric</i>	36
<i>Task 4 Data Capture Tool</i>	37
<i>Composite Data Summary Sheet 1 – Tasks 1 & 2</i>	38
<i>Composite Data Summary Sheet 2 – Tasks 1 & Multiple Task 2</i>	39
<i>Composite Data Summary Sheet 3 – Tasks 1 & 3</i>	40
<i>Composite Data Summary Sheet 4 – Tasks 1, 2, & 3</i>	41
<i>Composite Data Summary Sheet 5 – All Four Tasks</i>	42

Task 1 Scripted Directions and Rubric

- ☐ Read the Task 1 Scripted Directions, as shown in bold below.

Today, you will participate in the Dance Performance Assessment. This test will measure your mastery of dynamic alignment. You will be performing two demi pliés in first position. You will be evaluated on the following four components:

- **Neutral pelvis**
- **Controlled spine**
- **Knees over toes**
- **Proper arm placement**

You will be evaluated individually as you perform your pliés. You must remain quiet throughout the entire assessment.

Task 1 Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Task 1 Data Capture Tool

[illegible]

Task 2 Scripted Directions and Rubric

- ☐ Read the Task 2 Scripted Directions, as shown in bold below.

Today, you will participate in a Dance Performance Assessment. This test will measure your mastery of the basic locomotor movements _____ insert the movements to be assessed _____. You will be performing each movement across the floor. Each step will be evaluated separately. You will be evaluated on the following five components:

- **Proper articulation of the feet when leaving the floor and landing**
- **Extended/pointed feet while in the air**
- **Proper body alignment**
- **Oppositional arms**
- **Proper leg position**

You will be evaluated individually as you perform each locomotor movement. You must remain quiet during the entire assessment.

- ☐ Have students line up in the order of your choice, such as alphabetical order, roll call lines, etc.
- ☐ Teachers may demonstrate all four exercises before beginning the assessment, or demonstrate each individual exercise prior to that particular component. Read the directions below when demonstrating prior to having students begin their performance of each movement.

To demonstrate a skip, the pattern will be step hop, alternating right-left, with oppositional arms. You will repeat this pattern across the entire length of the room.

To demonstrate a gallop, the pattern will be step, together, step, alternating right-left with oppositional arms. You will repeat this pattern across the entire length of the room.

To demonstrate a leap, the pattern will be run, run leap, alternating right-left with oppositional arms. You will repeat this pattern across the entire length of the room.

Task 2 Rubric:

Score	Label	Definition
4	Exemplary	Student <u>consistently</u> demonstrates the component.
3	Accomplished	Student <u>mostly</u> demonstrates the component.
2	Developing	Student <u>sometimes</u> demonstrates the component.
1	Beginning	Student <u>rarely</u> demonstrates the component.
0	Not Observed	Student <u>does not</u> demonstrate the component.

Task 2 Data Capture Tool

[illegible]

Task 2 Composite Data Summary – Three Locomotor Movements

[illegible]

Task 3 Scripted Directions and Rubric

- ☐ Read the Task 3 Scripted Directions, as shown in bold below.

Today, you will participate in a Dance Performance Assessment. This test will measure your performance of the basic body skills of balance, strength, flexibility, and agility. You will perform an exercise to demonstrate each of these skills. Each skill will be evaluated separately. You must remain quiet during the entire assessment.

- ☐ Use the following scripted directions to explain each skill at the appropriate time. Teachers may demonstrate all four exercises before beginning the entire assessment or demonstrate each individual exercise prior to that particular component.

I will now explain and demonstrate the exercise(s).

You will be assessed on your balance. You will stand in first position and perform an elev  . You will be assessed on your ability to maintain this position with proper dynamic alignment for 10 seconds.

You will be assessed on your strength. You will perform a plank on your forearms. You will be assessed on your ability to maintain this position with proper dynamic alignment for 30 seconds.

You will be assessed on your flexibility. You will perform a standing forward fold. You will be assessed on your ability to touch the floor with your fingertips while keeping your legs straight.

You will be assessed on your agility. You will perform a running pattern with facing changes. The pattern is four runs forward, four runs sideways, four runs backward, and four runs forward. The floor pattern will be a straight line across the floor.

Are there any questions? Let's begin.

Task 3 Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Task 3 Data Capture Tool

[illegible]

Task 4 Scripted Directions and Rubric

- ☐ Read the Task 4 Scripted Directions, as shown in bold below.

Today, you will participate in a Dance Performance Assessment. This test will measure your ability to demonstrate some of the elements of composition. You will create and perform a short movement study that incorporates axial/non-locomotor movement, locomotor movement, use of direction and use of level.

You will be working individually to create your movement study. You will have 30 minutes to complete this task. I will provide you with detailed directions for this task, but you may not ask additional questions once the creative process begins.

Let's review the four required elements of your movement study.

- **Axial/non-locomotor movements, which are movements that move around a center point or that do not travel.**
- **Locomotor movements, which are movements that travel through space.**
- **Use of direction, which means the direction of the movement or the direction in which you are traveling. You must use at least three directions in your movement study.**
- **Use of level, which means high, middle and low movement. You must move through all three levels in your movement study.**

Are there any questions before we begin?

You may not work with other students as you create your movement study. After the 30 minute creative processes, you will perform your movement study.

You may begin working now.

Task 4 Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Task 4 Data Capture Tool

[illegible]

Composite Data Summary Sheet 1 – Tasks 1 & 2

[illegible]

Composite Data Summary Sheet 2 – Tasks 1 & Multiple Task 2

[illegible]

Composite Data Summary Sheet 3 – Tasks 1 & 3

[illegible]

Composite Data Summary Sheet 4 – Tasks 1, 2, & 3

[illegible]

Composite Data Summary Sheet 5 – All Four Tasks

[illegible]